

Unit 0 Assignments:

- Outline & Essay
- Classical Civilizations & World Religions Graphic Organizers
- Essential Social Studies Terms
- World Map (current)

Due August 11, 9:00 AM

AP World History Summer Assignment - 2026-2027

Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of Your Education, 2021 to 2026

Directions: You are to answer the following question for part of your AP World History summer assignment. This handout must be completed before you begin writing your essay. The purpose of this assignment is to help you familiarize yourself with the long-essay-question (LEQ) format and rubric, as well as the historical reasoning skill (HRS) of analyzing historical continuity and change over time.

Complete the outline and the essay.

Your essay should be typed on a Google Doc using MLA format. There are no length requirements, but it should meet all of the requirements outlined on this paper to receive full points. *Be aware that you do not need to share anything with me that you do not feel comfortable sharing!* You are welcome to write only about academic changes/continuities if you feel more comfortable doing so.

IMPORTANT: It is OKAY (and somewhat expected) that you are unsure or unclear about the expectations of this essay - just do your best. I will be teaching you more about the rubrics throughout the school year, as well as sharing examples with you. There will be plenty of time to practice and grow. Don't stress about not getting it right on this essay--this task is meant to expose you to the basic outline of the essay and give you some practice. That's my primary expectation for this

assignment. Any questions or uncertainties you have will be addressed in class, so please try to avoid asking me questions about the rubric over the summer.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

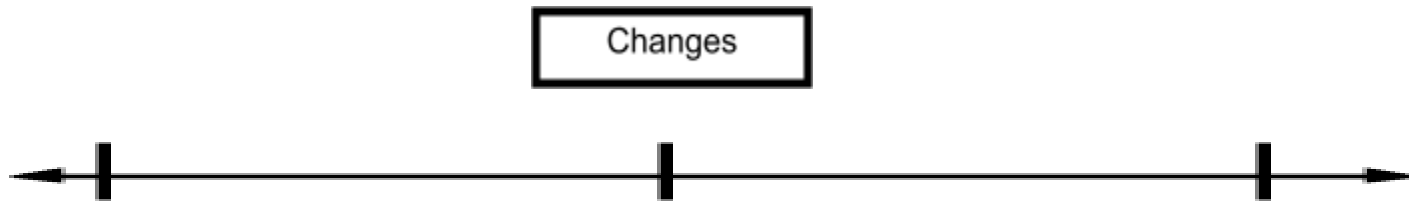
Essay Prompt:

Middle school and high school are often seen as periods of growth and development for adolescents in the United States. The transition from elementary to middle school and subsequently middle school to high school often present unique personal and academic challenges and opportunities.

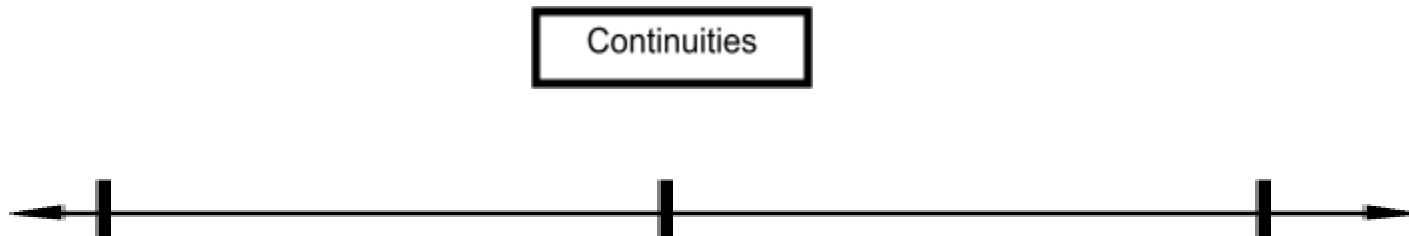
Evaluate the extent to which you experienced personal and/or academic *changes* during the 2021 to 2026 time period.

STEP 1: DETERMINE CHANGES and CONTINUITIES

Brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2021-2026.



Brainstorm ONE or MORE academic and/or personal continuities that spanned your life from 2021-2026.



STEP 2: Provide CONTEXT for your essay.

Context is one point on the long-essay-question (LEQ) and document-based-question (DBQ) rubrics.

Think of context as the background information necessary for understanding your essay topic. Essentially, you are “setting the scene” for your essay. I often explain it in class as the opening “crawl” (yellow text) at the beginning of a Star Wars movie, or the “previously on...” you see at the beginning of shows to summarize what happened on a previous episode or season of your favorite TV show. Contextualization is NOT awarded for merely a word or phrase, but instead requires an

explanation typically consisting of multiple sentences. Context appears in the introduction to your essay. There are no length requirements, but good contextual statements are usually around 4-5 sentences long. So, set the scene for your life. Give some background information about yourself before diving into the prompt topic and your thesis. Write a rough outline of your context here.

STEP 3: Outline Your Changes & Continuities

What <u>changed</u> in your life from 2021 to 2026?	1)	2)	3)
Analysis: Why did the change occur?			

What <u>continued</u> in your life (what has remained constant?)	Continuity 1:	Continuity 2:
Analysis: Why did the continuity span your life		

from 2021 to 2025?	
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STEP 4: WRITE YOUR THESIS – The thesis of an essay is your main point or argument. It is essentially a 1-3 sentence summary of your main argument that you will defend with evidence later in your essay. It will come after the context statement in your introductory paragraph. *Start off by using the same words from the prompt.* I often refer to this as using “*the language of the prompt*” Answer the essay prompt using specific details and evidence. **DO NOT** simply write “There were many changes and continuities in my personal and academic life.” That is too vague and will not earn you the thesis point. Give specific examples of changes/continuities in your life. For example, “There were many changes and continuities in my personal and academic life. I experienced changes such as However, I experienced continuities such as. . . .”

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STEP 5: WRITE THE ESSAY!

This is essentially a four paragraph essay, but of course you can write more paragraphs if it is fitting or if one of your paragraphs can logically be split. Remember, it can be typed or handwritten. There is no length requirement.

INTRODUCTORY PARAGRAPH (Context + Thesis)		
Criteria	Description	Questions to consider
Context	The context “sets the scene” or provides historical background for events described in the prompt. In this case, this should be background information about your life.	Does your historical context tie into the prompt?

Thesis Statement	Responds to the prompt with a specific historically defensible claim that establishes a line of reasoning.	Did you mention specific continuities/changes in your thesis statement?
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BODY PARAGRAPH #1 - CHANGES		
Criteria	Description	Questions to consider
Historical Reasoning: Topic Statement	Start the paragraph by summarizing the major changes that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the changes? Did you give specific examples of the changes and analyze WHY they occurred?
Cite supporting evidence	Provide evidence to support the changes.	What specific examples of evidence support the topic statement? (be descriptive)

BODY PARAGRAPH #2 - CONTINUITIES		
Criteria	Description	Questions to consider

Historical Reasoning: Topic Statement	Start the paragraph by summarizing the major continuities that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred?
Cite supporting evidence	Provide evidence to support the continuities.	What specific examples of evidence support the topic statement? (be descriptive)

CONCLUSION PARAGRAPH: Bring it all together for the reader		
Criteria	Description	Questions to consider
Conclusion	Reaffirms your argument (thesis) by explaining how the evidence presented throughout the essay supports each claim (topic sentences). Summarize for the reader, how you supported the argument throughout the essay. <i>Does not merely restate the thesis.</i>	How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully?

LEQ Essay Writing Checklist <i>Use this checklist before finishing and turning in your essay!</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> You completed this outline handout <input type="checkbox"/> You start the essay with context (background) about yourself which will help the reader better understand your thesis argument <input type="checkbox"/> Your context flows into your thesis statement. <input type="checkbox"/> The first paragraph contains the context and the thesis 	<ul style="list-style-type: none"> <input type="checkbox"/> The second paragraph addresses changes <input type="checkbox"/> There are specific examples of changes given <input type="checkbox"/> You provide some analysis, explaining WHY there have been changes in your life <input type="checkbox"/> The third paragraph addresses continuities <input type="checkbox"/> There are specific examples of continuities given

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<ul style="list-style-type: none"> <input type="checkbox"/> Thesis uses the same words as seen in the prompt <input type="checkbox"/> Thesis answers the prompt and gives specific changes <input type="checkbox"/> Thesis answers the prompt and gives specific continuities <input type="checkbox"/> You have at least four paragraphs (you can write more!) 	<ul style="list-style-type: none"> <input type="checkbox"/> You have a conclusion that summarizes your essay's thesis and main points <input type="checkbox"/> You capitalized all proper nouns: cities, religions, names of people, etc <input type="checkbox"/> You are specific, direct, and clear <input type="checkbox"/> Your evidence/examples tie back to the prompt <input type="checkbox"/> You printed a copy of your essay and attached it to this handout to turn in on the first day of class <input type="checkbox"/> YOU DID YOUR BEST
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Quiz on Week 2 Day 1 MCQ, SAQ

Graphic Organizers: You should make a copy of these organizers and type your information on your copy.

AP World History - Unit 0: Comparison of Classical Civilizations 600 BCE - 600 CE

Read the Prologue: History Before 1200 C.E. and record important information in the graphic organizers.

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	Persian Empires <small>Achaemenid, Parthian, Sassanid</small>	Greeks	Roman Empire
	Dates: Location:	Dates: Location: Golden Age:	Dates: 509 Location:
Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes			
Political (GOV)			

State-building, expansion, and conflict. Political structures and forms of governance			
Interactions in Environment (ENV) How did the environment shape and/or impact this society? Patterns of settlement impact of environment on development impact of society on environment			
Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture	-		
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems			
Technology (TEC)	-		

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Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production			
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	Qin & Han Dynasty China Dates: Location:		Maurya Empire Equivalent to Roman, Persian, & Chinese Empires Dates: Location:	
	<u>China</u>		India	
Social (SIO) Social Structures Gender roles and relations Family and kinship	<u>Qin</u>	<u>Han</u>	<u>Maurya</u>	<u>Gupta</u>

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Social and economic classes				
Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance				
Interactions in Environment (ENV) Patterns of settlement impact of environment on development impact of society on environment				

Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture				
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production				

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Trade and commerce Labor systems				
Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production				

AP World History Summer Assignment
Early Major Religions / Belief Systems Graphic Organizer

	Confucianism	Daoism
General time/place of founding		
Deity(s)		
Founder/Leaders <i>(if known)</i>		
Key Texts		
Basic Beliefs & Practices		
Expansion/Influence <i>Where did it spread by the end of 1200 C.E.?</i>		

<p>Political & Social Role</p> <p>How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?</p>	<p>Describe Neoconfucianism:</p> <p>Role of the Civil Service Exam in China:</p> <p>Explain the political and social purpose of the five relationships:</p> <p>Summarize: What general role did Confucianism serve in the Chinese political system?</p>	<p>Explain how the role of Daosim differed from the role of Confucianism in China:</p>
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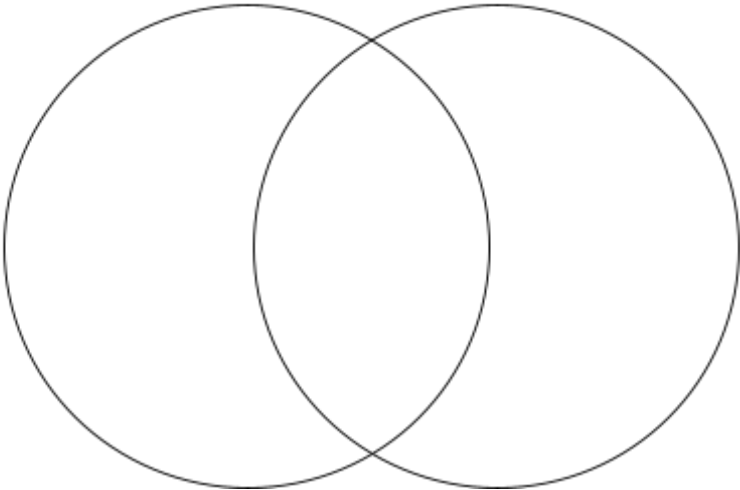
	Hinduism	Buddhism
<p>General time/place of founding</p>		
<p>Deity(s)</p>		

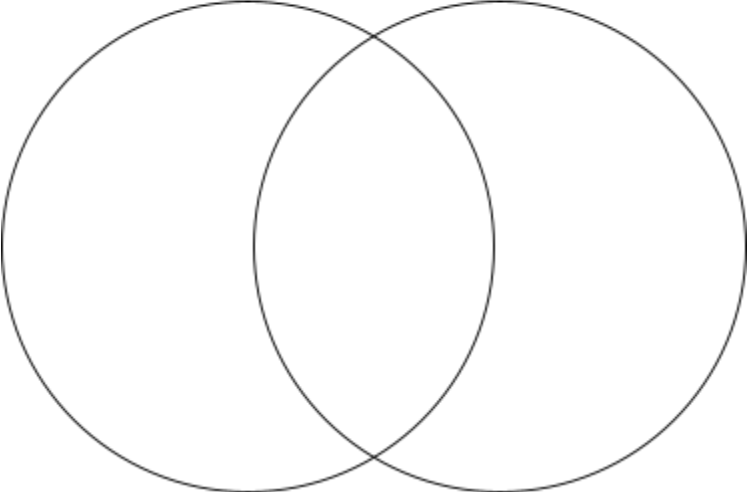
Founder/Leaders	N/A	
Key Texts		
Basic Beliefs & Practices		
Expansion/Influence (<i>Where did it spread by the end of 1200 C.E.?</i>)		
<p>Political & Social Role</p> <p>How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?</p>	<p>Describe the role of the caste system in South Asian society:</p>	<p>Role of Buddhist monastic communities/monks:</p> <p>Mahayana vs. Theravada Buddhism:</p>

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	Judaism	Christianity
General time/place of founding		
Deity(s)		
Founder/Leaders		
Key Texts		
Beliefs/ Practices/ Rituals		
Expansion/Influence <i>(Where did it spread)</i>		

<p><i>by the end of 1200 C.E.?)</i></p>		
<p>Political & Social Role</p> <p>How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?</p>		<p>Describe Christianity in the Roman Empire (until about 500 CE):</p> <p>Role of the Catholic Church in medieval Europe (800-1300 CE):</p> <p>Role of missionaries:</p> <p>Role of monasteries:</p>

	Islam	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Christianity</p>  </div> <div style="text-align: center;"> <p>Islam</p> </div> </div>
General time/place of founding		
Deity(s)		
Founder/Leaders		
Key Text		
Basic Beliefs & Practices		
Expansion/Influence <i>Where did it spread by the end of 1200 C.E.?</i>	<p>Where did Islam spread via trade/missionaries (before 1200 CE)?</p> <p>Where did Islam spread via conquest (before 1200 CE)?</p> <p>What languages spread as a result of the spread of Islam?</p>	

<p>Political & Social Role</p> <p>How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?</p>	<p>Define the jizya tax:</p> <p>What languages spread as a result of the spread of Islam?</p> <p>What is a caliphate:</p> <p>Explain the role of caliphs as both religious and political leaders</p>	<p>Confucianism Buddhism</p>  <p>A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Confucianism' and the right circle is labeled 'Buddhism'. The circles overlap in the center, creating a shared intersection area.</p>
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Helpful Links:

[The Persian Empire: Culture and Society | TimeMaps](#)

[Women in Ancient Persia - World History Encyclopedia](#)

<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Wiens/WiensAegeanT.pdf>

[Ancient Persian Economy](#)

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[The Economy of Ancient Greece: A Comprehensive Summary - Crunch Learning](#)

[The Roman Economy: Trade, Currency, Systems, and Decline – Roman Empire \(romanempirehistory.com\)](#)

[Inventions & Innovations of Ancient Persia - World History Encyclopedia](#)

[12 Ancient Greek Inventions and Technology - World History Edu](#)

[Amazing Ancient Roman Technology \(geographyscout.com\)](#)

[Persian Empire \(nationalgeographic.org\)](#)

[Greek Civilization | Greek Empire | Greece.com](#)

[Qin Dynasty - World History Encyclopedia](#)

[Qin dynasty | History, Facts, & Achievements | Britannica](#)

[10 Amazing Facts About the Qin Dynasty \(221-206 BC\) \(chinahighlights.com\)](#)

Terms Quiz on Class Day 2 MCQ

1. Abolition
2. Absolute monarchy
3. Acid rain
4. Amendment
5. Anthropology
6. Apartheid
7. Aristocracy
8. Balance of power
9. Biodiversity
10. Boycott
11. Civil rights
12. Colony
13. Congress
14. Consumer
15. Capital
16. Capitalism
17. Checks and balances
18. Citizenship
19. Communism
20. Constitution
21. Coup d'Etat
22. Deficit

23. Democracy
24. demographics
25. Dictator
26. Diplomacy
27. Domestic policy
28. Discrimination
29. Economics
30. Ecosystem
31. Embargo
32. Emigration
33. Empire
34. Entrepreneur
35. Ethnic group
36. Fascism
37. Foreign policy
38. Fossil fuel
39. Genocide
40. Geopolitics
41. Gross Domestic Product
42. Geography
43. Goods
44. Government
45. Human rights

- 46. Immigration
- 47. Import
- 48. Inflation
- 49. Interest group
- 50. Isolationism
- 51. Jurisdiction
- 52. Labor
- 53. Monarchy
- 54. Oligarchy
- 55. Market economy
- 56. Migration
- 57. Natural resources
- 58. Politics
- 59. Propaganda
- 60. Political party
- 61. Poverty
- 62. Recession
- 63. religion
- 64. Refugee
- 65. Segregation
- 66. Sanctions
- 67. Socialism
- 68. Sovereignty

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- 69. Supply and demand
- 70. Tariff
- 71. Trade
- 72. Tyranny
- 73. Urbanization
- 74. Voting
- 75. Westphalian Sovereignty

Map Quiz on Class Day 3

50 MCQ

[Seterra Map Quizzes](#) link to online practice.



Bodies of Water & Landforms

1. Indian Ocean
2. South China Sea
3. Arabian Sea
4. Mediterranean Sea
5. Straits of Gibraltar
6. Bering Sea
7. Caribbean Sea
8. Sea of Japan
9. Bosphorus Strait
10. Persian Gulf
11. Strait of Hormuz

12. Amazon River
13. Ganges River
14. Kalahari Desert
15. Sahara Desert
16. Mediterranean Sea
17. Black Sea
18. Yellow Sea
19. Atlantic Ocean
20. Pacific Ocean
21. Gobi Desert
22. Hindu Kush
23. Himalayas
24. Alps
25. Pyrenees
26. Andes
27. Balkans
28. Ural

Nations +Land Areas

29. China
30. North Korea
31. South Korea
32. India
33. Pakistan
34. France
35. England
36. Spain
37. Portugal
38. Germany
39. Italy
40. Netherlands
41. USA
42. Mexico
43. Iran
44. Iraq
45. Russia
46. Canada
47. Mecca
48. Beijing
49. Moscow
50. Istanbul
51. Jerusalem
52. Tenochtitlan

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53. Timbuktu
54. Calcutta
55. Cairo
56. Paris
57. Barcelona
58. London
59. Berlin
60. Tokyo